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ABSTRACT

Designed for advisors, administrators, and others who may assist disabled students in finding financial assistance for postsecondary education, this newsletter presents a discussion of the current status of federal financial aid legislation and related Vocational Rehabilitation agencies. Topics include private scholarship information, a 1983 conference calendar, information about student design and playwriting competitions, and recommended reading concerning employment for disabled students. In addition, recent newsletters, conferences, reports, fact sheets, resource guides, training modules, and other new resources focusing on events and issues affecting the lives of students with disabilities are briefly described. The final section presents questions and answers concerning LSAT examination adaptations for the disabled, the responsibilities of a university to assure accessibility of fraternities and sororities, and career planning for students who are profoundly hearing impaired. (LH)

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Vol. 3 No. 1 January-February 1983

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FINANCIAL AID UPDATE

Federal-State Aid

At its Fall meeting the HEATH Resource Center Advisory Board heard a panel of experts discuss the current financial aid situation. The following is an updated report from that meeting.

The overall picture of federal financial aid is far brighter than had been expected, but still is cause for concern. This year Congress rejected President Reagan's request to cut the financial aid budget, and the basic level of funding remains about the same as last year. Inflation and the December Congressional continuing resolution have caused the purchasing power of that aid to be 15% less than it was. The higher education community will continue its efforts this year to convince Congress that student financial aid must be maintained without cuts. The American Council on Education coordinates the Action Committee for Higher Education to furnish information about legislative issues and financial aid. The toll-free number for the Action Committee is (800) 368-5705.

Over 40 states have signed agreements between their state Vocational Rehabilitation agency and state financial aid administrators. The agreements are designed to provide coordination of support for disabled students who receive financial support from VR and the campus financial aid system. Two states have not signed the prototype agreement, but have some other cooperative arrangement between the two support systems. In the states where the agreements have been in existence for several years, the agreements had been working fairly well until this year. Federal delays in providing schools with financial aid levels have impeded the effectiveness of the agreements in 1982. There continues to be a need to share information between both VR and financial aid systems, but the prototype agreement may need to be revised to include agreements between local VR agencies and particular institutions of higher education.

To understand why there are differences among and between states' VR programs, one needs to know that the U.S. Department of Education, Rehabilitative Services Administration (RSA) administers the Rehabilitation Act, but each participating state administers its own program through the provisions of a state plan which it has developed under the guidelines of the Act and which has been approved by RSA. The Rehabilitation Act (and various amendments) proscribes eligibility:

1. Person must have a disability.
2. Disability must be a handicap to employment.
3. There must be a reasonable expectation that with rehabilitation, the person will be able to work.

States each receive a different amount of formula based funding. This influences how they prioritize their spending.

Financial Aid and Disabled Students, a fact sheet prepared in January 1982, explains the financial aid process and describes other sources of financial aid so that an individual student or advisor can plan ahead. The fact sheet is available free from the HEATH Resource Center.

Private Scholarship Information

The HEATH Resource Center receives numerous inquiries about private sources for financial aid. Since there is no one central list of scholarships for disabled students, staff has surveyed organizations and foundations across the country and arrived at the following suggestions.

Among the disability organizations, three offer scholarships at the national level. The American Council of the Blind (1211 Connecticut Ave., NW, Suite 506, Washington, DC 20036) sponsors 12 Floyd Qualls Memorial Scholarships in amounts between $1000 and $2500. Application deadline this year is April 30, 1983 and information is available at a toll free number, (800) 424-8666.

At its national convention in July, the National Federation of the Blind will award four scholarships—two for $1,200 and two others offering $2,500 each. The due date for applications is May 1, 1983. For further information and applications, write Reverend Howard E. May, RFD 2—Clint Eldredge Road, West Willington, CT 06279.

The Alexander Graham Bell Association for the Deaf (3417 Volta Place, NW, Washington, DC 20007) sponsors 18 scholarships ranging from $200-$5000 each for *profoundly and pre-lingually* deaf students attending hearing colleges. Applicants must use the oral method of communication, and the deadline for applications is April 15, 1983. Some other national organizations (Spina Bifida Association and ACLD in particular) report that some of their individual chapters sponsor scholarships at the local level. Disabled students, especially those with Spina Bifida or learning disabilities, should look into those possibilities in their home towns.

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INFORMATION FROM HEATH RESOURCE CENTER

Higher Education and the Handicapped Resource Center
a national clearinghouse on postsecondary education for disabled people
a program of the American Council on Education funded by the U.S. Department of Education

One Dupont Circle, N.W.
Washington, D.C. 20036
202/833-4707 (Voice/TTY)

The Foundation for Science and the Handicapped is awarding grants of $500 each to five upper class or graduate students who are majoring in an area of science, mathematics or engineering and who have a physical disability. For information and applications (which are due by March 15, 1983) write Awards Selection Committee, Foundation for Science and the Handicapped, 154 Juliet Ct., Clarendon Hills, IL 60514.

Other private sources of financial aid that the Center is aware of exist at the *local level.* Staff suggests students first contact the Financial Aid Office and the Disabled Student Services Office at the schools they plan to attend (or are considering) for information. Those Offices know about such local grants as, for example, the Braverman Scholarship at the University of Iowa; Olney Scholarship in Aiken County, South Carolina; Fowler, Phi Sigma Delta and Delta Chi Scholarships at Penn State; Charlotte Newcombe grants at some colleges in the middle Atlantic states—all designated for students with disabilities.

Students are also urged to contact chapters of service organizations in their communities. Some Kiwanis Clubs, Federation of Women's Clubs and others do provide funds at the local level. (Write to Scholarships, General Federation of Women's Clubs, 1734 N St., NW, Washington, DC 20036 telling why you are interested in scholarships. The office will forward letters to the appropriate local chapter.) Information about these and other scholarships—some for disabled and others available to any student—can also be found in local libraries. Ask the librarian.

Entrepreneurs in many cities have established businesses which have information about thousands of scholarships nationwide and which provide—for a fee—lists of those appropriate for individual clients. These services ususally charge a fee ranging from $39 to $75, and can be found in the yellow pages or from a long distance information operator in various cities (San Francisco, New York, Houston and others) under names such as Scholarship Information Service or Scholarship Search. As with any other service for which there is a fee, callers should request in writing a list of exactly what they will get for their investment. In a telephone survey of such places in several cities, Center staff found that some are computerized, others are operated by individual researchers. Many of the computerized search services *do not* have specific descriptors for handicaps, meaning that they cannot ask the computer to list scholarships specifically intended for students with general or specific disabilites. They will, however, list funds available to students by geographical area, interest, school attending, professional, civic or religious organizations their families might belong to, etc.

The National Scholarship Service and Fund for Negro Students offers a free scholarship search to black students. Contact NSSFNS, 1501 Broadway, Suite 611, New York, NY 10036, phone (212) 840-3170 or NSSFNS, 905 Martin Luther King, Jr. Drive Northwest, Atlanta, GA 30314, phone (404) 577-3990.

One final resource for information is The Foundation Center, with headquarters in Washington, DC and New York and cooperating collections in nearly 100 cities across the country. The Foundation Center has a volume of listings called **Foundation Grants for Individuals** arranged in broad categories. It can be used there or purchased for $15.00. To find the address of the nearest cooperating collection call (800) 424-9836 toll free. (No information other than that address can be give over the telephone.)

Since the process of finding suitable sources of financial aid takes time and since scholarship applications must usually meet specific deadlines, students are urged to begin their search for financial aid early.

CONFERENCE CALENDAR 1983 ■

ACLD February 16-19 Washington, DC

Association for Children and Adults with Learning Disabilities International Conference offers many sessions including the second Post-Secondary Night co-sponsored by the Nation's Capital Area Disabled Student Services Coalition. Representatives from colleges, universities, community colleges, trade, technical and proprietary schools, the armed services and national testing organizations will exhibit and be available to discuss their programs. Contact ACLD, 4156 Library Road, Pittsburgh, PA 15234. (412) 341-1515.

USSA Lobbying Conference March 4-6 Washington, DC

Building an Education Nation is the theme of the 14th Annual Lobbying Conference sponsored by the United States Student Association. Student leaders from American campuses are encouraged to participate in learning the inner workings of Congress, building skills, and hearing experts on such important topics as financial aid, civil rights enforcement, and "supply-side education." For information about the conference, USSA, and a list of publications called **Tools for Empowerment** contact Gary Brickman, Field Coordinator for Disabled Students, NSEF-USSA, 2000 P Street, Suite 305, Washington, DC 20036. (202) 785-1856.

Support Services for Deaf Students May 2-6 Rochester, NY

National Technical Institute for the Deaf (NTID) will hold a workshop designed for professionals in colleges, universities, and public school programs and those interested in providing quality support services to deaf and hearing impaired students in mainstreamed educational programs. Contact Ms. Jimmie Joan Wilson, Coordinator Tutor/Notetaker Training Program,

DSSE, NTID, 1 Lomb Memorial Drive, Box 9887, 07/1516, Rochester, NY 14623. (716) 475-6493.

President's Committee on Employment of the Handicapped National Conference provides the opportunity for many to learn about new programs, products, and devices to aid disabled people at work. In addition to exhibits, workshops and sessions, a job preparation seminar will accompany the annual Job Fair. For details contact PCEH, Washington, DC 20210. (202) 653-5044.

Post-Polio Conference and Symposium on Living Independently with Severe Disability May 6-8 St. Louis, MO

Rehabilitation Gazette is sponsoring the Conference and Symposium for severely disabled, active independent-minded persons (polio survivors, spinal cord injured and others with chronic neuromuscular disabilities) and those assisting them to live their own independent lives. Contact Gini and Joe Laurie, Rehabilitation Gazette, 4502 Maryland Ave., St. Louis, MO 63108, (314) 361-0475.

Rehabilitation Engineering June 12-16 San Diego, CA

The 6th Annual Conference sponsored by the Rehabilitation Engineering Society of North America (RESNA) will feature papers on and displays of the development, delivery, and application of rehabilitation equipment. Allied health professionals, engineers, physcians, and counselors are invited. See next article on competitions. Contact RESNA, 4405 East-West Highway, Suite 210, Bethesda, MD 20814. (301) 657-4142.

AHSSPPE July 20-23 Oakland, CA

Association on Handicapped Student Service Programs in Postsecondary Education's 6th annual conference will feature workshops on learning disability, hearing impaired students, course modification, and career planning and placement. Newcomers to the field as well as experienced campus service providers, disabled students, counselors, campus administrators, governmental officials, and faculty are welcome. Contact Susan O'Hara, AHSSPPE '83, Disabled Students Program, University of California, 2515 Channing Way, Berkeley, CA 94720. (415) 642—0518.

COMPETITIONS

Student Design Competition sponsored by Rehabilitation Engineering Society of North America (RESNA) seeks submissions of prototypes and/or papers which demonstrate the application of technology to assist people with physical disabilities. Any student (or group of students) currently enrolled in an undergraduate or graduate engineering or design curriculum at any college or university may participate. Entries must be submitted by April 1, 1983. Six finalists will win a trip to San Diego, California to present their projects and to exhibit their prototypes at the RESNA Conference noted above. Competition Chairman is Gary W. Kelly, Georgia Institute of Technolgy, Office of Interdisciplinary Programs, Atlanta, GA. 30332. (404) 266-2370. For competition application forms and details contact RESNA, 4405 East-West Highway, Suite 210, Bethesda, MD. 20814. (301) 657-4142.

The Disabled Experience is the first annual playwriting competition sponsored by the East Bay Center for the Performing Arts. Anyone living in the United States may enter by submitting three copies of a one act play. The subject matter might include, but need not be limited to: specific disabilities; institutional life; becoming disabled as an older person; or any topic with relevance to the disabled experience. Entries may not have been previously produced or published. Closing date for entries this year is March 1, 1983. The winning play will be produced in the San Franciso area and the playwright will receive the $500 prize. The coalition of artists, art organizations, disabled activists, and consumer-based organizations which are sponsoring this competition intend to build an archive of plays about disability which may be used, through prior consent of the playwright, by theatre companies, producers, and schools throught the country. Contact East Bay Center for the Performing Arts, The Disabled Experience, 339 11th Street, Richmond, CA. 94801.

Two $250 awards will be given by the Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE) in recognition of outstanding effort in making higher education institutions more accessible. Any student in any discipline who has put forth outstanding effort in making his/her campus, program, study, system more accessible to people with disabilities may be nominated by the administrative person on campus who is responsible for disability services. Nominations (one per campus) are due by March 1, 1983. Winners will be announced by May 15 and will be celebrated at the AHSSPPE Conference in July (see Conference Calendar 1983). Send nomination letter to Patricia Yeager, Manager, Disabled Student Services, Auraria Higher Education Center, P.O. Box 4615—Box P, Denver, CO. 80204.

EMPLOYMENT INCENTIVES

Independent Living Ideas—Planning for a Job is a briskly written eight-page book of tips for disabled students. Four questions are discussed: "What do I

want to do?" "What do I know about work?" "What can I do?" and "Where do I begin?" The booklet concludes with a two page self assessment form to help students organize their vocational thoughts. Single copies are available free from President's Committee on Employment of the Handicapped, Washington, DC 20210.

How to Get the Job You Really Want is a 174 page workbook written just for hearing impaired and deaf people preparing to enter the job market, seeking promotions or changing careers. Editor Deborah J. Veatch of National Technical Institue for the Deaf includes sample cover letters, resumes, letters accepting or rejecting job offers and illustrations that simplify the job search process. To order each book send a total of $13.45 (the book costs $10.95, postage and handling is $2.50) to NAD Bookstore, 814 Thayer Avenue, Silver Spring, MD 20910.

Mainstream, Inc. is a national, non-profit organization that promotes employment opportunities for disabled people. Through national programs, employer workshops, and publications Mainstream provides current information. For example, **In The Mainstream** Sept/Oct 1982) reported the results of the first national survey of federal contractors representing 512,000 workers of whom 19,200 were known to be disabled. "Of the accommodations made for handicapped workers, about half cost employers nothing; another 30 percent involved expenses ranging between $1 and $500." The survey report covers types of accomodations, incentives for making accomodations, and company practices that encourage accomodation. **In the Mainstream** is an eight-page bi-monthly newsletter available by subscription for $40 from Mainstream, Inc., 1200 15th Street, NW, Washington, DC 20005. (202) 833-1136. Contact the same address for a complete annotated publications list.

CAMPUS HIGHLIGHTS

The National Alliance of Blind Students (NABS) an affiliate of the American Council of the Blind, innaugurated their newsletter **The Student Advocate** in December 1982. Darian Slayton, Editor notes that the newsletter and is available in large print and on cassette. **The Student Advocate** will cover legislative changes, problems and solutions from around the country, new aids and programs, and will be a forum for sharing information pertinent to blind and visually impaired students in college. Vol. 1 No. 1 contains an informative article, "Obtaining Textbooks: How, When, and Where," and a column on ironic, satirical and everyday experiences of blind people. To subscribe (free) send your name and address to National Alliance of Blind Students, 1211 Connecticut Avenue, NW, Suite 506, Washington, DC 20036.

News Aids is the bi-monthly newsletter of the Disabled Student Leadership Project—a joint program of the National Student Educational Fund (NSEF) and the United States Student Association (USSA) both of which are major national student groups. Gary Brickman, editor and Field Coordinator for Disabled Students, says that **News Aids** "will focus on events and issues affecting the lives of students with disabilities across the nation." Issues usually feature a federal update and items from and for students around the country. **News Aids** may be ordered (free) from NSEF, 2000 P Street, NW, Suite 305, Washington, DC 20036. (202) 785-1856.

Landmark School, MA offers a College Preparation Program for intellectually capable and emotionally stable students who have learning disabilities. The College Preparation Program is designed specifically for post-high school and senior students who need individualized instruction in advanced level language arts, organization and study skills to prepare them for college programs. Each student receives the following 60 minute courses daily: tutorial (one-to-one instruction); study skills, composition and literature, and math including computer literacy (each class has 3-6 students); and a series of mini-courses in such subjects as history, psychology, American literature, political science (7-10 students). In addition, students utilize the rich historical, cultural, and educational resources of the Boston metropolitan area for their special projects. The school staff provides extensive help in the entire college selection, admissions testing, and application process. The Program is available for the academic year or as an intensive seven week summer program. Students may board at Landmark or commute. For further details contact Joan Sedita, Director of College Preparation Program, Landmark School, Prides Crossing, MA 01965. (617) 927-3913 or (617) 927-4440.

Teachers College, Columbia University convened a regional conference on **Options in Learning and Living for the Disabled College Student** in December. Campus and community representatives from New York, New Jersey, and Connecticut spent the day listening and responding to a series of stimulating and lively panelists. Topics included transportation, housing, employment, legislation, community services, and expanding opportunities in higher education. Over the past several years Teachers College has regularly convened New York metropolitan area professionals interested in the education of disabled students. In addition to establishing excellent communication among the participants, the conferences have generated several publications. Most recently available for $2.00 is the **Regional Guide to Colleges with Services for Disabled Students**. Contact Barbara Pogul Rivlin, Office of the Handicapped, Teachers College, Columbia University, New York, NY 10027. (212) 678-3157.

University of Missouri-Columbia has completed a Lifelong Career Development project funded by the United States Departent of Education which developed a model for utilizing community colleges in the delivery of career development services for severely disabled adults. The project focused on twenty-two Life-Centered Competencies which were identified and tested as those which handicapped individuals need to possess if they are to achieve community living and vocational success in adulthood. President Curtin S. Murton, Jr. of Brainerd Community College, one of the sites used in the development of the model, stated that participation in the project "proved to be one of benefit to the entire community. While it has not been possible for the College to maintain . . . the program in its entirety, some of the services and many of the activities associated with the project are still located and available on campus." A review from the other site, Iowa Central Community College, states "The LCD program, as developed, has the philosophical and procedural bases for complete operation in the community college setting." Some of the working papers from the project are available from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. A **Final Report** and the **Lifelong Career Development for Handicapped Individuals** are two products now available. For ordering information contact Dr. Don Brolin, Department of Educational and Counseling Psychology, 16 Hill Hall, University of Missouri-Columbia, Columbia, MO 65211.

NEW FROM HEATH

Cost Effective Ideas for Serving Disabled Students on Campus is a fact sheet compiled by Susan B. Forman and Rhona C. Hartman. Using five years of HEATH experience and information from the Campus Resource File the authors identify long range planning strategies, suggest specific questions to ask prior to initiating a program or purchasing equipment, pinpoint a number of cost effective ideas now in use on American campuses, and conclude with an annotated resource list.

Access to the Science Lab for Students with Disabilities by Michael Zimmerman and Martha Ross Redden answers a number of questions most frequently asked about disabled students' study of science. Both "low" and "high" technology adaptations which are currently assisting postsecondary students are described and an annotated resource list is included.

State Agency Lists. The HEATH Resource Center staff has prepared a list for each state which includes names, addresses and telephone numbers of each of the state agency contacts relevant to higher education and the handicapped. In addition, each agency is described briefly. These have been available for over a year and are usually included in the HEATH response to particular questions. The lists, now updated, are extremely handy for counselors, disabled students and their parents, campus special service providers, and others who advise or advocate for disabled students. Please specify the state you need.

A **Primer on the Voc Rehab System** has been prepared by Nancy Stout. The Primer clearly outlines what the federal-state Rehabilitation System is, which services are available, how eligibility determinations are made, and how to contact the rehabilitation service in your area. Advisors, students, and advocates unfamiliar with Voc Rehab will find the Primer essential.

"Institutional Funding Resources to Serve Disabled Students on Campus" is a HEATH Resource Paper by Dr. Edward Duffy. Dr. Duffy's experience as Director of Resource Development on several campuses led to the creation of this paper which clearly states the necessary steps for planning; finding federal, state, and private funds; and developing a good proposal. Resources are included.

NEW RESOURCES

Choice Magazine Listening is a unique free service which selects and records memorable writing from over 100 contemporary print magazines. Every two months its subscribers receive eight hours of unabridged articles, short stories, and poetry on 8 rpm phonograph records. Record players with the necessary 8 rpm speed are supplied free on extended loan to eligible individuals by the National Library Services for the Blind and Physically Handicapped of the Library of Congress, which requires that the players be used in conjunction with its program of free talking books and magazines. By subscribing to **Choice Magazine Listening** college students unable to use regular print may keep current by enjoying unabridged selections from **Harpers, New Yorker, Ms., Sports Illustrated, Time, Playboy, The Wall Street Journal,** and the **New York Times Magazine** as well as special material from other media sources. For details contact **Choice Magazine Listening,** P.O. Box 10, Port Washington, NY 11050. (516) 883-8280.

Street Wheeling Manual is a delightfully written booklet by Gary TeGrootenhuis and Cynthia Jorstand and illustrated by Amy Sparks. The 26-page manual offers instructions and suggestions for persons using the electric wheelchair as their primary mode of mobility. The need for maximized independence in all aspects of outdoor wheeling via safe and good usage of the electric wheelchair is the crux of the manual. Topics covered include wheeling over, around, and through

obstacles; street and sidewalk wheeling, cold weather wheeling; and when you need to ask for help. The manual deserves a place in the libraries of consumers as well as service providers. To order send $4.25 (includes postage and handling) to Metropolitan Center for Independent Living, Inc., 1728 University Avenue, St. Paul, MN 55104. For additional information about arranging a Street Wheeling Workshop write to the same address or call (612) 646-8342 or TTY (612) 646-6048.

Resource Guide: Special Services and Aids for Disabled Students Attending Postsecondary Education Institutions—draft—January 1983 includes detailed information about eight federal programs from which funds might be available and a number of other national programs and organizations pertinent to the topic. The Regional Technical Assistance Staff Directory which concludes the Guide provides contact information for each of the ten Federal regions of the U.S. Department of Education. Single copies are available free from Mr. Chet Avery, Director, Handicapped Concerns Staff, U S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202. (202) 245-0873, (202) 472-3721 (TTY).

Counseling the Handicapped Client: A Series of Training Modules developed by American Personnel and Guidance Association (APGA), contains a wealth of information for counselors in regular schools who may be inexperienced in working with special needs students. Each module addresses a different aspect of advising this group of clients: Understanding the Handicapped Client, Developing Positive Attitudes, Counseling Strategies, Communicating with Parents, Mainstreaming Strategies, and Career Guidance. Guidelines for the establishment and administration of inservice and staff development activities are enumerated and an extensive resource list relevant to each module is included. Order #72143, **Counseling the Handicapped Client: A Series of Training Modules**. The price is $6.00 to members of APGA, $7.00 for non-members. Prepay to APGA Publications, 2 Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041.

Responding to Disability: A Question of Attitude, a booklet written by Patricia Hague and illustrated by Cheryl Engstrom, would be an excellent resource for attitude training workshops. The 38 page booklet sets out fourteen question/situations to stimulate thinking and dialogue. A set of 4 or 5 responses to each question is presented. The second section of the booklet discusses each of the responses. Ms. Hague advises, "ultimately in any human interaction there are not 'right' or 'wrong' answers." Single copies of **Responding to Disability** may be ordered from the Minnesota State Council for the Handicapped, 208 Metro Square Building, St. Paul, MN 55101. (612) 296-6785 (Voice or TTY).

QUESTIONS AND ANSWERS

Q. The Law School has an applicant who has a learning disability. The LSAT exam is not given with any special accomodations. As a counselor for the Special Student Services Office on my campus, I have been asked to advise the student whether or not to take the exam. She may take the exam and do poorly since her disability requires her to take extra time to read materials. If she does not take the exam, the Law School will know that she is disabled in some manner and may reject her. Do you have any suggestions?

A. The LSAT does make several adaptations in its test administrations. The LSAT is available in large print, an amanuensis is allowed if necessary, and additional rest time is allowed between sections of the exam. The test is not available on tape or in braille and no additional time for taking the exam is permitted at this time. LSAT recommends that an LD student should be advised to have the test waived (as would be the case for blind students who need the test in braille or on tape). The law school then weighs other documentation in considering the eligibility of a student. The school may not discriminate against a candidate for admission on the basis of handicap and has been so advised by the Law School Admissions Council. For other information contact the Law School Admissions Service, Box 40, Newtown, PA 18940. (215) 968-1001.

Q. What is the responsibility of a University to assure accessibility of fraternities and sororities?

A. As with bookstores or off campus University-sponsored programs, such facilities owned or operated by the institution must be accessible, although as in the case of a bookstore, assistants may be used to overcome any obstacles. Such facilities that are not owned and/or operated by the institution, but which receive "significant assistance" from the institution, must be accessible "on the whole," with the same flexibility to use assistants as above. Such facilities that are not owned and/or operated by the institution, and do not receive significant assistance from the institution, need not be accessible unless they are the only source of what they provide—housing, meals, books, etc. (From **Issues and Answers for Implementing Section 504,** National Association of College and University Business Officers.)

Q. My daughter is profoundly hearing impaired, but an oral communicator. She plans to go to college and major in physical therapy. Although she is only a sophomore now, I think it is not too early to plan

ahead. What information can you provide which might help us?

A. You are absolutely right to begin planning early. You will want to be sure that your daughter takes the necessary academic courses in high school to qualify for college, especially taking math and science. Physical therapy courses require a strong background in these subjects. As your daughter nears the end of high school, she will want to explore the vocational rehabilitation system. She is eligible for counseling and may be eligible for some of the support services necessary for her success in college. Higher education opportunities are expanding for people with disabilities, including those with hearing impairments. Many colleges now have a system for providing special support service for students with disabilities. Financial aid is another area to explore. We are able to send you several HEATH fact sheets which will explain these ideas in greater detail and will provide you with additional resources: **Education After High School—The Choice is Yours, Hearing Impaired Students in Postsecondary Education, Financial Aid and Disabled Students, Career Planning and Placement Strategies for Postsecondary Students with Disabilities,** and **Measuring Student Progress in the Classroom** (as well as the two mentioned earlier in this newsletter about vocational rehabilitation and Science Labs).

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